



Oasis Academy Lord's Hill

Behaviour for Learning Policy

September 2023

Introduction

Oasis Academy Lord's Hill, as part of Oasis Community Learning (OCL), is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols, standards and expectations, so that our students learn to:

- Take responsibility for the own behaviour and choices, understanding the impact they have on others.
- Develop positive learning behaviours including self-discipline, self-direction, resilience and control.
- Self-regulate their own behaviour by developing skills and confidence in managing conflict and differences appropriately.
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what is expected and acknowledge acceptable and responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st century.
- Develop their ethical approaches and values in their lives.

KEY PRINCIPLES

Oasis Academy Lord's Hill is committed to traditional high standards of respect and behaviour. We celebrate and develop the unique talents of the whole learning community. We aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place.

The Oasis Education Charter


Ethos	+	Learning	+	People	+	Purpose	+	Inclusion	+	Curriculum
Rooted in what we believe		Who am I? Who am I becoming?		Exceptional strength and opportunity		In partnership with our communities		Driven through passion		The heart of educational provision

The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

The Oasis Behaviour Policy is underpinned by 4 key levers:

1. Academy Vision and Values
2. Personal Development Curriculum (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHE curriculum)
3. Academy Behaviour Systems, Structures and Routines (reward, sanction, attendance etc.)
4. Behaviour Training and Professional Development for staff

Lever	Academy Leaders	Academy Staff	
1 Academy Vision and Values	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	 Harmonious climate for learning where all young people can flourish and thrive.
2 Personal Development Curriculum (Enrichment, Extra-Curricular, PSHE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3 Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, consistently and in line with the vision and values	
4 Behaviour Training and Professional Development for staff	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	

Lever 1: Academy Vision and Values

‘Excellence by all, for all’ embodies our belief that perseverance, self-discipline and determination will enable our students to succeed at the academy and beyond. This vision must be at the centre of every strategic decision we make. This mantra is simply put, this is how we do things at Lord’s Hill and what makes us an incredible Academy for our students and why adults work here. All staff will support our students and each other deliver the vision we have created in order for our students to achieve and fulfil their potential. We strive for all our students who attend Lord’s Hill be ready and equipped for a successful and happy life.

KEY REQUIREMENTS/LEGAL DUTIES

This guidance provides a local response to the Oasis Community Learning Behaviour policy. It responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent School Standards Regulations, 2010. This includes the requirement that all schools, academies and free schools must have behaviour guidance which is available to all parents and prospective parents. The academy acknowledges its legal duties under the Equality Act, 2010 and in respect of students with SEN. The Academies guidance embodies Oasis values and ethos.

This guidance provides staff and parent / carers clear guidelines and strategies used to promote positive behaviour and support students in taking responsibility for their behaviour choices.

This guidance promotes an approach that as well as describing some absolute rules and guidelines, allows for the different styles that teachers will use in the classroom along with recognising the complexity of the situations they have to handle.

AIMS

The key aims of this guidance are:

- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the academy.
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- To identify levels of behaviour and to ensure rewards and consequences are fairly apportioned according to the behaviours demonstrated.
- To secure an environment where effective teaching and learning is able to take place.

Oasis Academy Lord's Hill believes we all have rights.

These can be summarised as:

- The right to learn
- The right to teach
- The right to feel safe (physically and emotionally)
- The right to respect and dignity

When we praise and reprimand students we refer to **'The Lord's Hill Way'**.

Be Proud

- We wear our Academy Uniform perfectly.
- We present our work to the highest standard.
- We celebrate everyone's achievement both big and small.

Be Determined

- We see every challenge as an opportunity to improve.
- We beat our personal best every lesson, every day.
- We bounce back and learn from our mistakes.

Be Kind

- We treat all people equally and respect differences.
- We do not accept any form of bullying.
- We are polite and well-mannered role models in our community

Be the Best

- We are punctual to school, on time to lessons and never miss deadlines.
- We take our chances to lead.

- We are exceptional learners in all our subjects.

Oasis 9 Habits

In addition to this, Oasis Ethos and the 9 Habits, We are committed to a model the highest levels of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community -

<https://www.oasiscommunitylearning.org/whowe-are/vision-and-values>

You will notice that we passionately believe in inclusiveness which resonates strongly within our Education Charter that Inclusion, equality, healthy relationships, hope and perseverance permeate all aspects of the life and culture of each Academy and the organisation as a whole. Therefore, we at Lord's Hill promote and practise the Oasis 9 Habits. The 9 Habits, which are seen below are fundamental and underpin all actions, approaches and relationships in the management of student behaviour and conduct. The 9 Habits drives us to behave in a way that enables us to be our best and bring our students to best that they can be themselves. We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. This is strongly true with the community we currently serve. The 9 Habits also remind staff and students of our responsibilities to each other. At Oasis Academy Lord's Hill, we teach the nine habits weekly, through assemblies, PSHE and daily life and refer to them in the majority of our learning experiences offered to our students.



Lever 2: Personal Development

Character education at Oasis Academy Lord's Hill

This curriculum consists of everything outside of the academic curriculum and covers:

- The 'taught' character curriculum
- CEIAG (careers education, information, advice, and guidance)
- PSHCE (physical, social, health and cultural education)

- Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, including the Bronze Duke of Edinburgh Award)
- Extra-curricular programme (e.g before and after school clubs and groups)

The culture and environment created by our staff at Lord's Hill can be seen largely through our LiFe Curriculum. This is often less tangible and may be observed through year group assemblies, mentor / tutor group activities, in our corridors, conversations between staff and students, and the signs, symbols and information around our Academy. This is often and as previously mentioned, 'the way we do things around Lord's Hill'.

[The LiFe Curriculum](#) (Leadership, Identity, Futures, enrichment)

Celebrating Inclusion, Diversity and Equality

The weekly identity lessons, borne from the OCL Personal Development Curriculum, ensure all minority groups are celebrated and included. Discussion and recognition of specific minority key identity characteristics are embedded throughout the LiFe Curriculum as a whole. British laws of democracy, way of living and cultural identity is also taught. The LiFe Curriculum ensures that are young people are ready to enter the world as open-minded global citizens ready to take an active part in today's society. Academy colleagues are an integral part of ensuring momentum and drive, and act as role models within these groups to ensure every voice is heard.

Key groups and sessions include, but are not limited to;

- **LGBTQ+ and allies** group meet through OCL National Student forums, weekly KS specific lunchtime clubs, Academy wide celebration of Pride in June including LGBTQ+ literature readily available in the Library.
- **I.D club (Inclusion and Diversity)** weekly club to embrace differences in race, culture and religion. Black History month celebrated through student-run assemblies on racism and inclusion, identity lessons, Culture Vulture tutor sessions and enrichment opportunities, such as a trip to the Mayflower to watch The Colour Purple by Alice Walker.
- **The Wellbeing Club** focuses on a weekly meet up to give space to those living with mental health difficulties such as anxiety, stress or low mood.
- **Culture Vulture** tutor lessons are led by subject leads to provide a local context view of department specific, authentic and real- time, news or specialist interest themes and are allocated based on National Events and Religious Festivals.
- **School of Sanctuary** was awarded to the Academy in 2021 to ensure our vast and wide community demographic are made welcome, feel safe, and included. Work (1:1 student/teacher meetings) has been undertaken with Romanian liaison, Ukraine, Chinese and Afghan students.

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	RSE	Citizenship I	Citizenship II	Self-Care I (E-safety)	Self-Care II (Physical)	Self-Care III (Mental)
	<ul style="list-style-type: none"> • Introduction to Oasis Ethos and 9 Habits • Friendships and good relationships, bullying and peer pressure • Introducing and signposting key support for mental health • Developing our identities and identity online and protecting them • Online relationships and E-safety 	<ul style="list-style-type: none"> • Describing prejudice and discrimination and the formation of Human Rights Link to prior understanding on relationships, bullying and peer pressure The protections afforded to children and others 	<ul style="list-style-type: none"> • Link to prior understanding of Human Rights students examine laws in the UK • Introduction to communities, what it means to be an active citizen • Linking to the Oasis Ethos and 9 Habits to explore what it means to be a good citizen • Communities and examining different Oasis communities locally, nationally and internationally 	<ul style="list-style-type: none"> • Link to relationships and protecting online privacy Understanding radicalisation, extremism and fundamentalism and identifying what features may be linked and contact online • Being able to recognise credible news and media sources and identifying markers which may make it suspicious Describing how information and data is generated • shared and used online Where to seek support 	<ul style="list-style-type: none"> • Important of physical hygiene e.g. washing daily and regular hand washing, dental hygiene • Menstruation and health • Dangers and impact of smoking and vaping 	<ul style="list-style-type: none"> • Describing what it means to have good mental health and what poor mental health may look like • Being able to describe how happiness looks for different people • Understanding where to seek support in school and wider society for mental health

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Citizenship I	Citizenship II	RSE I	RSE II	Employability and CEIAG	Self – Care (Drugs)
	<ul style="list-style-type: none"> • Linking to Year 7 and the Oasis Ethos to be able to describe what respect is and how we can be respectful in all types of situations including when we disagree with others • Students should be able to describe inequalities in society and what laws are in place to prevent damaging in modern Britain • Students should be able to describe where they can seek support in school and wider society where they believe that there are inequalities • Students should examine elements within politics that try to create a fairer society evaluating how effectively these create a fairer society 	<ul style="list-style-type: none"> • Linking to Year 7 and respect students examine how to manage conflict in a safe and respectful way. Focus on cyber bullying. • Linking to Year 7 and extremism, radicalism and peer pressure to discuss the issues of gangs • Using this example, exploring the criminal justice system and the nature of prisons and the purpose of punishment in prisons • Describing other forms of punishment that exist and the consequences 	<ul style="list-style-type: none"> • Describing the different types of stable relationships e.g. hetero/homo/reconstituted/blended and discussing the importance for raising children and emotional and domestic labour • Legalities and rights associated with marriage, separation, divorce and cohabitation • Identifying feelings associated with familial changes including loss, separation, divorce and bereavement and how to manage these emotions • Describing a single parent family and reasons for single parent families and 'myths' • Describing 'modern families' and emotions and associated with navigating new roles 	<ul style="list-style-type: none"> • Describing the qualities of health and unhealthy relationships with friends, family and work • Describing consent in a familial and friendship context. Rights and responsibilities associated with this. • Describing how to manage romantic relationships safely, in particular online, e.g. sexting and imagery • Identifying emotions in a relationship and postbreak up effectively and explaining the difficulty in a digital era • Explaining how to deal sensibly with the digital aspect of relationships making reference to revenge porn or imagery without consent and defamation. 	<ul style="list-style-type: none"> • Describing the different types of study, organisational and research skills and what is suited to different types of work/study • Identifying own skills and strengths through online questionnaire of skills and identifying strengths and weaknesses and how these could be used in the workplace • Describing the difference between an achievable and an unobtainable goal and how to set ambitious goals • Describing stereotypical expectations and explaining how to respectfully challenging them 	<ul style="list-style-type: none"> • Identifying what drugs are and explaining why drugs are taken • Identifying the difference legal and illegal drugs • Identification of the problems of legal highs and prescription substances • Explain the effects of drugs on the body, in particular; sugar; caffeine and illegal substances • Identifying what alcohol is and explaining an unhealthy relationship with alcohol is • Explaining the impact of the misuse of alcohol and drugs on mental and physical health

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Self-Care I (money management)	Self-Care II (Physical)	Self-Care III (Physical)	Employability and CEIAG I	Employability and CEIAG II	Citizenship
	<ul style="list-style-type: none"> Describing what a budget is and explain the importance of managing money effectively Describing the difference between debit and credit cards, borrowing and 'good and bad' debt Describing what tax and National Insurance is and the benefit for the country and for citizens Describing the impact money may have on mental health and discussing support and strategies 	<ul style="list-style-type: none"> Describe food groups and the importance of balanced grouping Describe the benefit of exercise on physical and mental wellbeing Describe the media implications for 'acceptable' or 'normative' bodies Identifying the symptoms of body dysmorphia in men and women and where to seek support Describing STIs, transmission and effect on physical health Describing self-harm and the impact on physical and mental health Describing the dangers of smoking and vaping and dangers for others 	<ul style="list-style-type: none"> Describe what vaccinations, blood and organ donations are and their purpose Describe how to selfcheck for lumps and bumps, particularly skin Identify and describe reproductive changes of concern and where to seek support Recap alcohol abuse and explain responsible drinking including use of units and impact on health Identify how stress affects the body and impact on lives 	<ul style="list-style-type: none"> Describe the importance of informed options at GCSE and impact on future educational decisions Describe the difference between academic and vocational qualifications Describe what an apprenticeship is and the levels of apprenticeships explaining the kills and industries that are available Describe and know where to research good quality apprenticeships and how to effectively apply Describe what a T Level is an explain the benefits of T Levels for different career pathways Explain how to access and use career pilot effectively to support with identifying careers and qualifications 	<ul style="list-style-type: none"> Recap the skills and qualities questionnaire from Year 8 and consider the consequences of a weak skill set Discuss and decide the purpose of a career e.g. making lots of money, job satisfaction Describe and explain careers becoming 'portfolio' Describe myths within the workplace and problems of stereotypical ideals of people in the workplace 	<ul style="list-style-type: none"> Describe what a democracy is and compare democracies across the world evaluating the effectiveness Describe the political spectrum and identify political parties and the values/ideas/policies Describe how parliament, elections and the voting systems in the UK Students describe what the monarchy is and the role of the monarchy in the UK today

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	RSE I	RSE II	Self-Care (mental Health)	Employability and CEIAG I	Employability and CEIAG II	Citizenship
	<ul style="list-style-type: none"> Describe the qualities that make a healthy relationship as well as rights and responsibilities that individuals have in a relationship Identify coercive and qualities in an abusive relationship and where support can be sought describe what FGM, honour violence, forced marriage, harassment, up skirting and grooming are, the law and illegalities of these actions and where to find support Describe different forms of abuse in relationships 	<ul style="list-style-type: none"> Describe different perspectives on the right time for individuals to take part in sex including abstinence until marriage and abstinence until the right relationship Describe informed consent specifically relating to romantic relationships and how someone appropriately ascertains whether informed consent has been provided 	<ul style="list-style-type: none"> Describe what mindfulness is, where they can seek support including charities, self-help, therapy, friends, GP and from the school Explain how the internet can be beneficial and also negatively impact on mental health and being able to identify where mental health is affected by poorly by internet usage Mental health and body image can be impacted by poor 	<ul style="list-style-type: none"> Describe the nature of portfolio work and how careers will continually change Explain what Post16/18 pathways exist and identifying how these fit with their career plans using Career Pilot Identify the differences between school, college and university in ways that studying take place, campuses and courses 	<ul style="list-style-type: none"> Describe and be able to independently write a personal statement and CV that can be adapted over time Describe behaviours and qualities that will support in preparing and taking part in an interview. Describe how jobs can be found including using online forums, university and college careers guidance 	<ul style="list-style-type: none"> Describe how the government works. Describe what the devolved governments are and how they can make decisions that are separate for the UK government Describe the role of the local and regional governance examining the role in a local context Identify areas of life that are affected by politics and how to make an informed decision Describe the history of voting and how

		<ul style="list-style-type: none"> Identify and describe different forms of contraception that are available for men and women and where contraception can be accessed including information about local services 	<p>mental health and vice versa</p> <ul style="list-style-type: none"> Impact of drugs from prescription to Class As and the impact these can have on mental health including drugs that seek to control poor mental health Discuss whether sadness is a legitimate feeling and whether there are times and opportunities in which we need to be sad 	<ul style="list-style-type: none"> Describe the different types of university e.g. Redbrick, Russell Group Explain what factors should be taken into consideration for university choices e.g. finance, distance, types of courses Identify where to find and describe what the local and national trends of the labour market are and how these may impact on qualifications and career pathways 		<ul style="list-style-type: none"> being informed about political parties and policies can inform voting behaviour
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YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Title	RSE I	RSE II	Self-Care I (Life for Beginners I)	Self-Care II (Life for Beginners II)	Self-Care III (The End Game)
	<ul style="list-style-type: none"> Describe informed consent specifically considering issues of alcohol and drugs in relation to sexual consent Describe a healthy, romantic sexual with boundaries that are respected and what unhealthy romantic sexual relationships are ensuring that information around support is provided Describe myths around sexual relationships as a teenager including the frequency at which sex is being had and is 'acceptable Describe different gender and sexual orientations and respecting orientations Describe what pornography is and the potential problems that can be caused by pornography including unhealthy ideas of bodies, types of sex, boundaries, consent or lack thereof and addiction 	<ul style="list-style-type: none"> Describe STDs and be able to explain the effects on physical health and implications for sexual relationships including the importance of honesty around infections. Describe where to go for regular checks as well as seeking support if they suspect they do have an STI Describe the nature of infertility and diseases including STIs that can cause infertility. Explain the effects these have on physical and mental health as well as the emotional implications of infertility. 	<ul style="list-style-type: none"> Describe basic living standards including recapping budgeting, debit and credit cards but also how to open different types of accounts, setting up different types of financial services e.g. SO and DDs. renting and buying properties, accessing services such as gas, electricity and water, broadband, TV and mobile Describe the importance of Esafety online particularly in relation to protecting identity and future employment 	<ul style="list-style-type: none"> Explain how to manage their own health including how to sign up for medical care, knowing and understanding appropriate numbers to call in different medical situations. Know and understand how to self-check and screen with particular focus on skin and mole checks but additionally, lumps and bumps. Describe the symptoms of addiction to drugs, alcohol and sugar being able to identify unhealthy relationships and where they need to seek advice and support for addiction. Describe and understand the different forms of domestic violence, they will be able to identify situations that are abusive and understand where to seek support. 	<ul style="list-style-type: none"> Describe the basics of ensuring good mental health including sleep, diet and balanced lives in relation to transition and exams Describe strategies to cope with stressful situations e.g. exams and transitions and explain which are most effective to supporting good mental wellbeing

The Lord's Hill Way - Behaviour Pathway

The Lord's Hill Way embodies who we are as a school; a school that is passionate about delivering an exceptional education at the heart of the community. We are committed to promoting a positive and inclusive learning environment, rooted in our core values – to be proud, kind and determined. We firmly believe that every student has the potential to succeed and make the most of their journey together with us a Lord's Hill Way, which encompasses a set of core principles and priorities that guide our approach to behaviour for learning, behaviour both inside and outside of the Academy, and personal development.

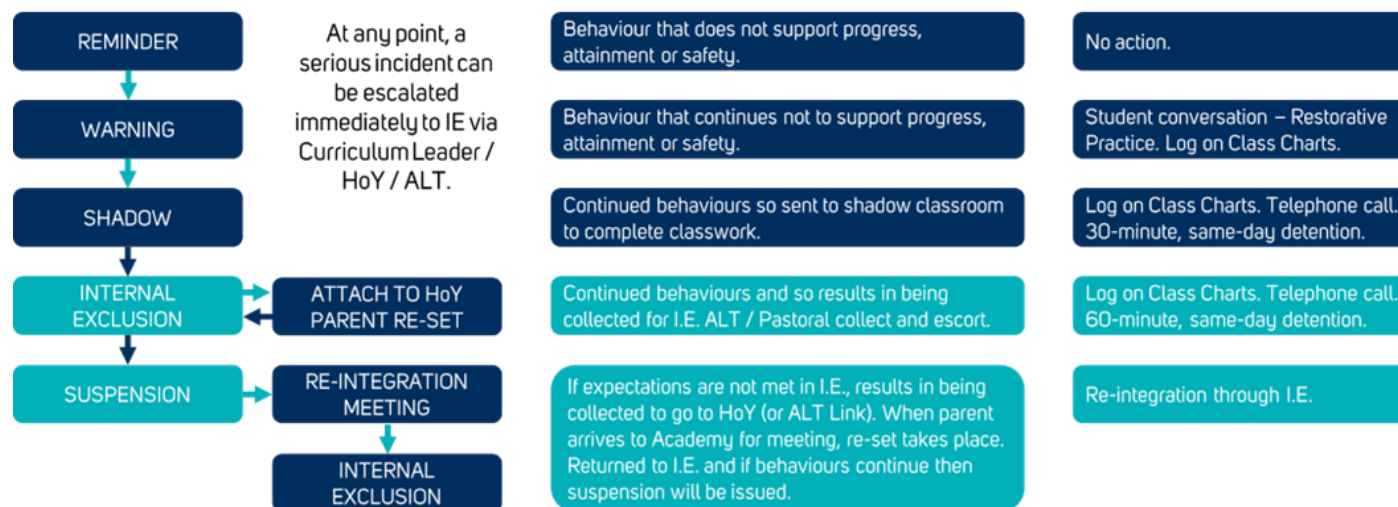
We are proud that our students choose to come to our school. Likewise, we are determined to deliver an exceptional education, empower your child to make excellent progress and develop the knowledge, skills, and behaviours that they will need to secure a future that they choose. To enable this to happen, we are making some important changes to our Behaviour Pathway.

Rewards

We believe passionately in the power of rewarding students that not only get it right, but also exceed our expectations. We are continually reviewing our rewards strategy and will be seeking further student, staff and parent/carers feedback to ensure that our rewards strategy is well matched to rewards that our students value. In the meantime, we are continuing to reward and recognise students using reward points on Class Charts, celebration assemblies to recognise success, and Ambitious Learner postcards for students who embody The Lord's Hill Way.

Behaviour Pathway

As an inclusive school, we will continue to make reasonable adaptations where students have additional needs so that our students are more likely to be able to experience success. You will notice that, where a child does not to meet our expectations in Internal Exclusion (I.E.), before we take further action, we will ask you to come into the Academy to re-set your child's behaviour. It is **critical** that you attend this meeting so that we can support your child in making the right choices and avoid further escalation. We continue to ask for your relentless support of our school and our community.



Consequences and The Lord's Hill Way

To coincide with our decision to update our Behaviour Pathway, we have also aligned our consequences so that they better connect with The Lord's Hill Way. Please see our updated consequences below. Please note that the incidents below are not an exhaustive list, but instead is intended to update you of the key changes.

INCIDENT	DETENTION	ESCALATION	ESCALATION
Late to School	30-minutes	1-hour DT	I.E.
INCIDENT	DETENTION	ESCALATION	ESCALATION
Late to School	30-minutes	1-hour DT	I.E.
Late to Lesson	30 -minutes	1-hour DT	I.E.
Late to Lesson 2+ (same-day)		1-hour DT	I.E.
Shadow	30 -minutes	1-hour DT	I.E.
Shadow 2+ (same-day)		1-hour DT	I.E.
I.E.	1-hour DT	I.E.	ALT Action

Lever 3: Academy Behaviour Systems, Structures and Routines

POSITIVE REINFORCEMENT AND REWARDS

At Oasis Academy Lord's Hill, we recognise the power of making explicit to our students the desired standards of behaviour for learning and positively reinforcing high expectations of learning and cooperative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued and essential to achieving. Staff at Oasis Academy Lord's Hill use a variation of positive behaviour techniques which we refer to as Powerful Action Sequences. As appropriate to student age these include:

- Verbal praise
- Written comment on work
- Merit reward points (ClassCharts)
- Telephone call to parents
- Positive letter home
- Praise Postcards
- Attendance awards
- Certificates
- Wall of Excellence
- Special awards at Achievement evenings / Assemblies
- Motivational rewards / prizes

ACTIVE INVOLVEMENT OF PARENTS

The academy believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The academy will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Telephone calls
- Invitations to agency meetings
- Meetings
- Follow up & routine
- Letters communication
- Supporting students on reports
- Commitment to include
- Partnership Agreement meetings (student inclusion)
- Successful Learning Plan route – 7 tier approach for meetings support
- Request to attend re-integration meetings

All parents / students sign our Partnership Agreement, each year, to ensure there is clarity between both parties. **(Appendix 1)**

STUDENT BEHAVIOUR

IN LESSONS

All students display behaviours that show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. Arriving for lessons on time and being equipped for learning is

expected. (School bag, iPad, pencil, pen (black and green), ruler, scientific calculator, protractor, exercise books and when needed PE kit). In all classes, students should demonstrate positive learning attitudes and allow others to learn free from disruption.

Students who slow the learning of others or infringe on the teacher's ability to teach are potentially isolated from their peers in line with the academy's consequence guidance. **(Appendix 2)**. If a student uses racial or other inappropriate language, such as swearing, in the classroom then alternative stronger consequences will be implemented in consultation with senior leaders while in line with our National and Localised Behaviour for Learning Policy.

AROUND THE BUILDING AND OUT OF LESSONS

Whilst moving around the building and at social time students behave in a manner that respects the environment, themselves and others. Students are considerate of their language, the way they speak to each other, adults and the impression they leave on visitors to the Academy. Students must also walk at all times in the Academy.

SMOKING AND USE OF ELECTRONIC CIGARETTES / VAPES

The Academy is a non-smoking site. Students are not permitted to smoke or vape whilst wearing the Academy uniform or when representing the academy. Students over the age of 16 are not permitted to smoke or vape under any circumstances. Students caught smoking, carrying smoking paraphernalia or associating with students who are smoking will receive proportionate consequences in line with our Localised and National Behaviour for Learning policy. If students are caught smoking or vaping repeatedly then the Academy may choose to use higher tariff consequences in line with our Behaviour for Learning tier system. This includes students caught smoking both on and off-site. In all circumstances smoking materials will be confiscated and destroyed. Any items such as electronic cigarettes or vapes will not be returned to students or parents.

OUTSIDE THE ACADEMY

Students who breach the academy's Behaviour for Learning Guidance whilst on academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the academy.

For incidents that take place outside the academy and not on academy business, this guidance will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the academy or on a journey to and from the academy. Other relevant factors include whether the student is wearing academy uniform or is in some other way identifiable as a student at the academy and whether the behaviours could adversely affect the reputation of the academy.

For acts of aggression or which threaten the health and safety of others, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

MONITORING, SUPPORT AND INTERVENTION

Through the Student Entitlement team the academy has staff whose role it is to support student welfare and well-being. This includes helping to make explicit the academy's expectations, to reinforce positive

learning attitudes, to apply disciplinary consequences and to monitor behaviours which give rise to concern.

The academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the academy will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, on-site alternative provision, placement on a personal support programme and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

In all cases the referring teacher will conduct in a restorative practice meeting with the student on the same day to discuss the incident and agree actions moving forward. This is to ensure a repeat of the same behaviour is not demonstrated in future lessons and the student can fully understand the steps they must take for future reference. In all cases, as mentioned above, we will contact you by a variety of means including email, text or phone call (including voice mail).

In addition, detentions can also be implemented for a wide range of additional reasons (e.g. failure to complete homework, lateness to lesson, lateness to the academy in the morning). Detentions can be set by all staff and teachers at Lord's Hill. Phone calls are made to inform parents of the detention where possible.

FIXED TERM SUSPENSION

While the academy will take all reasonable steps to meet individual need and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the academy's suspension and exclusions guidance and the DfE Suspension and Permanent Exclusion from maintained, academies and pupil referral units in England (July 2022), suspension whether fixed-term or permanent exclusion may be used in response to any of the following, all of which are examples of unacceptable conduct:

- Swearing directly at a member of staff or other peers
- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the academy site, this includes any form of knife, for example, pen knife, decorative knives.
- Being in possession of drugs or drug paraphernalia
- Dealing drugs on the academy site
- Persistent defiance of academy authority or disruption of teaching and learning
- Refusal of isolation/reflection after all resources and interventions have been exhausted
- Persistent bullying, harassment or abuse inclusive of racist, sexist, homophobic and poor behaviour off-site
- Serious breaches of the academy's Behaviour for Learning Guidance
- Theft of property belonging to the academy, its staff, or students
- Possession of an explosive device, including fireworks or other such explosive devices
- Any circumstance where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

In line with this guidance, the academy will not tolerate persistent and defiant behaviours over time where consequences and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

FREEDOM FROM BULLYING AND INTIMIDATION

The academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The academy also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students.

In respect of anti-bullying the academy will seek to:

- Actively involve and inform parents;
- Take any concerns seriously and resolve the issue in a way that protects the student;
- Respond in line with a range of strategies including restorative practice while taking appropriate disciplinary consequences;
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders;
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of academy concerns including cyber bullying;
- Update guidance and practice including new technologies, for instance updating 'acceptable use' policies for computers;
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through pastoral programmes and tutor time;
- Work with the wider community such as the police and Children's Services where bullying is particularly serious or persistent and where a criminal offence may have been committed;

SCREENING AND SEARCHING STUDENTS

The academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students. The academy will fully implement the updated guidance shared by the DfE to all educational settings (searching, screening and confiscation: advice for schools 2022).

If it is believed a student is in possession of a banned item or it is believed that an item in their possession poses a risk to themselves or others, a search can be requested. Searches can only be carried out by a member of the Academy Leadership Team (ALT) who will ask a second member of staff to be present or directed by the academy Principal. One member of staff must be the same sex as the student. All searches must be recorded on a student search record and parents notified of this action.

THE USE OF REASONABLE FORCE

The academy acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training which all academy staff have had. See DfE guidance: Use of reasonable force in schools.

MALICIOUS ACCUSATIONS AGAINST ACADEMY STAFF

The academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the academy will give due regard to the most appropriate disciplinary consequence, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

MOBILE TELEPHONES/ELECTRONIC EQUIPMENT

The academy recommends that students do not bring mobile telephones or electronic equipment to the academy. If such items are brought to the academy, students do this at their own risk. **The Academy will not waste valuable time and resources investigating lost or stolen equipment.** Mobile telephones or other electronic equipment / devices, including headphones, smart or digital wrist watches and speakers should not be used or seen on the academy site.

We are aware that many parents want their children to have phones for the journey to and from school each day. However, we know that mobile devices cause major disruption to students and their learning. There are other safeguarding reasons behind the decision to ban them – many bullying issues revolve around the use of social media and the negative aspect of phones. We are also well aware, in many schools, phones can be used to invite negative influences to the gate and thereby risk of safety of students and staff. This is also the obvious risk of damage loss or theft of phones. Therefore, our rule around mobile phones and devices are clear for all and detailed below.

MOBILE PHONE CONSEQUENCE

“See it, hear it, lose it”

- Mobile phone / electronic device is confiscated by the member of staff who has seen or heard a device. This device is then locked in our academy safe and returned to the student at the end of the day from the academy’s main reception
- **Repeat offenders** – Mobile phone handed to reception on arrival and collected at the end of the day. If the Academy deem it appropriate, depending on the frequency of the mobile being confiscated from an individual student, the academy may ask for the parent to collect and meet with academy staff. We may use our BfL policy in relation to mobile phone / device violations. This is known to be a red line – Mobile Phone – Red Line consequence.

PARENTAL EXPECTATIONS

In the event of emergency parents must telephone the academy reception. Parents should not text or call students during the academy day and should always contact the academy main reception in the first instance. This is a supportive measure in line with our no mobile phone policy of “see it, hear it, lose it”.

Appropriate special arrangements are in place for Young Carers and signed off by academy leaders in exceptional cases.

OUT OF LESS PASSES – CORRIDOR PASS

Student at Lord's Hill should never be out of lessons during the school day. We set students extremely high standards and never want a student to miss valuable learning time and experiences. However, on occasions students may need to use specific areas of the Academy. Students are only allowed to do so if they are given a lesson pass which is provided to the student via the classroom teacher (see example in appendix 5). If students do not have a lesson pass, then this will be challenged by duty staff and followed up with consequences linked to truancy. This could equate to a student spending a period of 24hrs in our reflection centre.

HORIZONS

Every student will be provided with an iPad as part of our OCL Trust wide Horizons project. This project supports the vision of equal opportunities for all by ensuring equality of access to technology and the resources and knowledge that it facilitates. This device will always remain the property of Oasis Community Learning. All users must adhere to the rules around appropriate usage. Failure to do so may result in the device being confiscated or, in some cases, further consequences being implemented. The device remains in the care of the authorised user until they are required to return it. The return of the device can be requested at any time.

In order to get the device, a student must sign a Home Use agreement. If they are unwilling to sign, the device will not be issued to them. For the device to be allowed home, the agreement must also be signed by the parent / carer. Students are allowed to configure and customise the device as if it were the own, on the understanding that the exterior surfaces of the device and case are maintained in the same condition as when issued to them. The device will be given to students in a rugged case. The device must be always kept in this case. Students should transport the device safely using a school bag for additional protection. Devices are insured against theft or accidental damage. However, parents / carers may be invoiced for the loss or intentional damage to any device. Any damage to or loss of equipment (including the case and charger) must be reported to the academy immediately. A spare will be issued if any device is faulty, accidentally damaged or stolen. Any lost devices will be placed in a 'lost and stolen' mode which prevents it being used. It also allows the location of the device to be tracked – this information may be passed onto the police. If a device is stolen outside of the academy, parents / carers are required to obtain a valid crime reference number from the police in order to avoid being charged for the replacement.

Students must always bring their device into the academy every day, fully charged. Failure to do so affects students' learning opportunities and is disruptive for teachers supervising classes. The device remains the responsibility of the students during every break and lunch time. Extra care must be given at these times. Restrictions to certain internet sites will be restricted in line with the behaviour and E-safety policies of Oasis Community Learning. IT services will deploy security and web filtering software to the devices to ensure that internet access is conducted in a safe manner and users are protected from accessing inappropriate content. The academy is alerted at any point inappropriate or dangerous activity detected. Students must be aware of this and understand that consequences may be imposed if warranted. Having said this, the academy does expect parents and carers to monitor and supervise the safe usage of the child's device. We can not be held responsible for any activity users partake in on the device whilst at home. We recommend parents / carers ask their child to keep the device in a location in their property at an ideal time away from bedtime. This will also provide an ideal time to recharge the device.

UNIFORM

High standards of presentation are required at all times when wearing the academy uniform. Whenever the academy uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from the academy, at which times the uniform must be worn. Uniform expectations are set out in **(Appendix 3)** and an image of how our uniform is worn is detailed below.

Uniform

Oasis Academy Lord's Hill

Top button done up.

White shirt tucked in.

Black, pleated knee-length skirt.

Tailored black trousers. (boys and girls)

Plain, black shoes, preferably leather.
No trainers or trainer-type shoes.

SCAN ME

For more information about the academy uniform and the academy PE kit, please visit:
www.oasisacademylordshill.org

Examples of acceptable shoes – Flat, black, ‘professional’ type shoes.	Examples of unacceptable shoes – No trainers, trainer looking shoes, trainer branded shoes, or boots permitted
	
Examples of acceptable and unacceptable skirts 	

RESTORATIVE PRACTICE

The principles of restorative Practices: building and maintaining positive relationships Restorative practice guidance for parents (Appendix 4).

Restorative practices are delivered using restorative approaches. It is solution focused and deepens and develops student’s understanding of the spiritual, moral, social and cultural aspects of life.

It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on six key principles:

1. Restoration: address and repair harm
2. Voluntary: based on an informed choice. The individuals involved want to rebuild.
3. Neutrality: fair and unbiased towards all participants
4. Safety: a safe space for expression of views
5. Accessibility: Non-discriminatory and available to all
6. Respect: respectful of the dignity of all involved

Putting things right: how a restorative approach will work at Oasis Lord’s Hill.

The restorative approach requires all staff to be aware of the principles of the restorative process, and have the ability to apply them in resolving situations in their classes and around the school. To be a restorative school we will endeavour to make restorative statements part of our everyday language. In any restorative meeting staff will use the following questions:

- What happened?
- What were you thinking at the time?
- How do you feel about it now?
- Who do you feel has been affected and how?
- What needs to happen to put things right?

Lever 4: Behaviour training and professional development for staff

At Oasis Academy Lord’s Hill we are absolutely committed in supporting our students to become the best individuals that they can be. We also adopt this approach with our staff and ensure that the highest and

most frequently available Continuous Professional Development is at the forefront of everything we do. Below highlights, just some of the various ways we keep abreast of pioneering educational pedagogy and research. The Academy at times will continue to update and refine our practice.

Academy Leaders
<ul style="list-style-type: none"> • Academy Leaders are fully trained on using localised data systems such as Bromcom, SISRA and in house behaviour and progress recording information • Clear and precise accountability is achieved via weekly line management meetings which have clear agendas and any underperformance is challenged quickly and further improved. • Leaders often deliver high quality training material to teaching staff which is quality assured via the Principal and Academy Leadership Team. • Leaders remain restless until securing the best on-going professional development opportunities for all staff who are equally committed in continuing their professional development • Academy Leaders create an effective and accountable environment to work in. This resonates highly with non-teaching pastoral staff • The Academy Leadership Team make effective use of a range of support. <ul style="list-style-type: none"> • National Lead Practitioner visits – termly • Monitoring and Evaluation Team • Department for Education visits • Peer to peer observations and visits. • Leaders are relentless in securing best practice moving and closing the gaps of our most vulnerable and disadvantaged students.
Academy Staff
<ul style="list-style-type: none"> • Deliberate and purposeful practice dealing with high volumes of issues / incidents – ability to risk manage and ensure safeguarding is paramount • Consistent and fair application of all academy behaviour systems • Restorative Practice with students • Attendance protocols and systems with students and parents • Reintegration meetings which are necessary and important following any Fixed Term Suspension • Report monitoring and tracking of student behaviour and conduct • Analysing and implementing behaviour data via Bromcom and other such systems • Safeguarding disclosures and accurate record keeping via CPOMS. • Purposeful and timely parent meetings • Anti-bullying practice and implementing next steps • Physical restraint training • Managing self-harm • Sexual orientation, gender identity LGBTQ empowerment • Managing grief • Parent events which encourage parents views and voice • Multi agency meetings

MONITORING, EVALUATION AND REVIEW

Relevant staff will monitor the implementation and effectiveness of this guidance; review it annually and submit a report to the Academy Council. The guidance will be promoted and implemented throughout the academy.

Appendix 1: Partnership agreement

Home / Academy Agreement

To achieve excellence for all, by all, we expect high standards of effort, learning and achievement from all our students at Oasis Academy Lord's Hill. We strongly believe that working in partnership is essential for effective learning: support from home, support from the academy and support from students.

Oasis Academy Lord's Hill will

- Pursue excellence for and from all and encourage your child to give their best effort to everything undertaken, be it academic or extracurricular, and so fulfil their potential.
- Value and celebrate the pride taken by your child when completing work.
- Be appropriately formal in tone and ethos, emphasising the importance of adherence to academy rules on discipline, work and uniform.
- Care for your child's safety and happiness within a supportive ethos and environment; one in which indifference, impoliteness, discrimination and bullying have no place and where sensitivity to others is valued highly.
- Communicate with parents on a regular basis; keeping you well informed about general academy matters and more specifically about the academic progress of your son/daughter.
- Invite, listen and respond to your views as quickly and effectively as possible, providing an open and welcoming culture for parents and students within which we can work together to achieve success.
- Provide a balanced, stimulating and challenging curriculum with clear lesson objectives alongside enrichment opportunities that will prepare your child not only for further academic success, but also for the world of work and participation as a decent citizen within society.
- Inform your child about how to improve through regular assessment, formative marking, reports; fulfilling and aiming to surpass your child's potential.

Parents will

- Ensure that their child arrives to the academy on time and ensure that any absences are notified by telephone on the day of absence.
- Provide a supportive environment at home that encourages learning, reading and application to homework. Parents will take an interest in their child's work at the academy, encouraging their child to take pride in their work and always do their best.
- Support the academy's policies, especially on uniform, attendance and behaviour.
- Read all communication from the academy and respond accordingly.
- Attend all Parents' Evenings and meetings regarding any concerns over their child's progress or behaviour.
- Support any detention given out on the same day for inappropriate behaviour, trusting that the academy is working to support their child's learning.

Students will

- Complete all the work set to the best of their ability taking pride in their work and its presentation.
- Attend the academy on time being properly equipped to learn: black pens, pencils, rulers, erasers etc.
- Be ready to learn every lesson: on time, well equipped and always be respectful of staff's authority.
- Wear the academy uniform correctly and take pride in their appearance. The uniform policy must be followed.
- Not be seen with inappropriate equipment including Mobile phones, earphones, and electronic gaming devices.
- Discourage bullying, including cyber bullying.
- Recognise that they are ambassadors for Oasis Academy Lord's Hill in the wider community whenever the uniform is worn.
- Comply with consequences when applied for inappropriate behaviour.
- Support the academy rules and respect the universal values in the academy ethos, demonstrating politeness, care and concern for all other members of the school. Students should always be sensitive to the needs of others.
- Respect the environment and keep the academy free from litter.
- Play a positive part in enhancing the success and reputation of the academy.

Appendix 2: Uniform Expectations

Everyday Wear Compulsory Items

Please note: Many high street shops will market items of clothing in ‘back to school’ ranges. Different schools however have different uniform policies; therefore, this does not imply that such purchases will be acceptable in the Academy. Please use the information provided to help with purchases. The Academy will not reimburse for items of incorrect uniform.

Makeup

Students are only permitted to wear light, un-noticeable makeup. Students deemed to be wearing excessive makeup will be asked to remove this before entering the academy.

Earrings/Piercings

One plain gold / silver stud may be worn in each lobe if ears are pierced; but these must be removed for all forms of physical education. No other piercings or stretchers are acceptable and will be confiscated if seen. Students are not permitted to wear nose piercings and will be asked to remove them or replace with clear retainers.

Hair styles

No shaven (grade 2 and above is acceptable), extreme or bright coloured hair styles are allowed; Religious headwear must be black and plain in style.

Jewellery

No rings, bracelets or necklaces should be worn. Under no circumstances will the academy accept responsibility for lost or stolen items. A watch is permitted but this must not be a digital / smart watch.

Socks

Students are not permitted to wear knee high / length socks. Socks must be worn at ankle length.

Non-uniform days

During non-uniform day's no fancy dress, all in one suits or drug logos / swearing on clothing are not acceptable. Decency is an important consideration. No “bare midriffs” or very short skirts/shorts.

Normal rules on hair, jewellery and make-up apply. Caps are not permitted. No open toed, no open back or sling back shoes are allowed.

Appendix 3: Restorative Practice Guidance for Parents

At Oasis Academy Lord's Hill we use Restorative Practice to build and maintain positive relationships.

Restorative practices are delivered using restorative approaches. It is solution focused and deepens and develops student's understanding of the spiritual, moral, social and cultural aspects of life.

It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on six key principles:

1. Restoration: address and repair harm
2. Voluntary: based on an informed choice. The individuals involved want to rebuild.
3. Neutrality: fair and unbiased towards all participants
4. Safety: a safe space for expression of views
5. Accessibility: Non-discriminatory and available to all
6. Respect: respectful of the dignity of all involved

Restorative Practice Questions

- **Step 1-** What happened?
Each person shares their side of the story without interrupting each other.
- **Step 2-** What were you thinking at the time?
Each person shares their thoughts without interrupting each other.
- **Step 3-** How do you feel about it now?
Each person shares their feelings without interrupting each other.
- **Step 4-** Who do you think has been affected and how?
Talk about the other children or adults involved and how they might be feeling.
- **Step 5 -** What needs to happen to put things right?
Each person shares what they think should happen and come to an agreement.

Restorative Practice is NOT a soft or easy way out as it is used alongside the school's behaviour guidance and consequences.

The restorative questions help staff, parents, and students to take responsibility for their actions and the affect they have had on others. Therefore, encouraging empathy and understanding in the hope of reducing negative/repetitive behaviours arising in the future.

Parents/carers are encouraged to engage and support their children in a restorative culture resolving conflict and strengthening relationships not only in school but also in their everyday lives. You may therefore find the restorative questions useful to use at home.